



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS/School of Social Transformation Department Justice and Social Inquiry
Subject JUS Number 424 Title Ethics and Alternative Tourism Units: 3
Is this a cross-listed course? No
If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:

For Fall 2014 Effective Date: October 10, 2013

For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Frank A. Pina Phone 480-965-9800
Mail code 6403 E-mail: Frank.pina@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Fonow Date: 3/13/14

Chair/Director (Signature):

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	or the seeming		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	Course objectives
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <p style="text-align: center;">OR</p> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	See syllabus pp. 11-14 - course uses academic articles from peer-reviewed journals from sociology, anthropology, and political science.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See above, course materials investigate the ethics of altrenative tourism as understood through these various		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
JUS	424	ics & Alternative Tour	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Select A criteria #3	See syllabus and readings list -	See p. 11-14 of syllabus which lists course topics and pp. 15-16 which
Course illustrates use of social and behavioral science perspectives and data.	Course info comes from anthropological, sociological and	See p. 11-14 of syllabus. Also, p. 2
Course is designed to advance basic understanding and knowledge about human interaction.	Course assessments include weekly tests, discussion boards and activities which assist the students in best understand the complex issues which surround alternative tourism.	See course goals above. Students complete a research paper focusing on an aspect of alternative tourism and the ethical concerns involved.

Course Description

JUS 424 Ethics and Alternative Tourism

Cultural processes related to alternative tourism and their impact on both the tourist and local. Travel, tourism, globalization, development, human rights and the commodification of people and places. Topics include issues pertaining to Western tourism, commodification, race/class/gender and globalization.

Allow multiple enrollments: No **Primary course component:** Lecture

Repeatable for credit: No **Grading method:** Student Option

Offered by: College of Liberal Arts and Sciences -- School of Social Transformation

Prerequisite(s): ENG 102 (or ENG 105 or 108) with C or better; minimum 36 hours. Credit is allowed for only JUS 424 or JUS 494 (Sex, Drugs and Death)

Arizona State University
Justice and Social Inquiry
ETHICS ALTERNATIVE TOURISM

2014

Online

Instructor: Christine L. Holman, PhD

Contact Information: Christine.holman@asu.edu

**Please note that email is the best way to reach me.

****Please use JUS 424 in your subject line.** I will respond to all emails within 24 hours (likely sooner). If you have not heard back from me within 48 hours, please feel free to send me a reminder. I may not have received your email, especially if you sent it from a new or non-ASU address.

*Although our course is online, I will not be checking email 24 hours a day, nor do I expect you to do so.

I. COURSE OVERVIEW AND OBJECTIVES

Course Description:

As a Justice Studies course, students will take an interdisciplinary approach to the study of tourism – reading/viewing materials include works from sociology, anthropology, political economy and human rights literatures. Utilizing this lens, we will examine ethical issues in several emerging trends in niche tourism including but not limited to “sex tourism,” “drug tourism” and “dark tourism” (the act of travel and visitation to sites, attractions and exhibitions which have real or recreated death, suffering or the seemingly macabre as a main theme). The existence, development and pervasiveness of these trends will be analyzed by exploring the ways in which race, class, and gender interact to (1) shape constructions of both “tourist” and the “Other” and (2) reproduce existing social and economic inequalities among locals in “exotic” places. The role of economic globalization in exacerbating such inequalities and the increase in commodity consumption by tourists will be investigated as well.

Course Objectives:

At the completion of the course, students should be able to:

1. Define "alternative tourism" and explain why some types of tourism are more controversial than others.
2. Illustrate the connections between globalization, commodification of culture and the increase in sex, drugs and death tourism.
3. Critically evaluate the costs/benefits of tourism as an economic development strategy.
4. Analyze the role of gender and race/ethnicity in the tourism marketplace, with a focus on sex tourism in the global south.

Further: Upon completion of this course, it is my hope that each of you will possess an increased willingness and openness to ask the difficult, complex questions which the study of tourism and justice raise, and to acquire the academic/research skills necessary to evaluate the strength of the answers you find. In turn, this ability to evaluate issues of justice and injustice in tourism will be based on a thoughtful examination of the strengths/weaknesses of each perspective - one that is supported by evidence and critical analysis, not simply one's claims or ideology. My hope is that you will develop the skills needed to analyze the various issues involved in ethical tourism and to better understand and articulate your own.

II. Course Format:

As this is an upper-level, online and accelerated course, it is imperative that you keep abreast of the readings and assignments. In order to engage with the course, you must have a valid ASU email address to be enrolled in Learning Studio. Please see <http://asuonline.asu.edu> for a list of technical requirements required to use Learning Studio and access this course. It is highly recommended that you familiarize yourself with the class interface as soon as possible as lack of knowledge is not an acceptable excuse for late or incomplete work. All students are responsible for managing their time relating to assignments and planned Blackboard outages. Information can be found at <http://systemsstatus.asu.edu/>.

Internet Explorer 7 has been known to have interface problems with Blackboard/Learning Studio including an inability to submit exams. I suggest you use Firefox. If you are not sure about your browser's compatibility with Blackboard/LS, contact Blackboard/LS support BEFORE you take any exams as technical problems are not sufficient excuses for retaking tests. As well, all postings must comport with the university safe learning and working environment mandate.

Online Course:

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements:

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use at least the following software packages:

- A web browser (Internet Explorer, Mozilla Firefox, or Apple Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Office or a program that reads Powerpoint, Word, and Excel documents

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet:

You must have an active ASU e-mail account and access to the Internet. *All instructor correspondence will be sent to your ASU e-mail account using the course email function.* Please plan on checking your ASU email account regularly for course related messages.

This course uses LearningStudio for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The LearningStudio Course Site can be accessed through MyASU at <http://my.asu.edu> or the LearningStudio home page at <http://ecollege.asu.edu>

Campus Network or Pearson Learning Studio Outage:

When access to Pearson Learning Studio is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Attendance/Participation:

Preparation for class means reading the assigned readings and reviewing all information required for that week. Attendance in an online course means logging into LearningStudio on a regular basis and participating in all of the activities that are posted in the course.

Studying and Preparation Time:

The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Therefore expect to spend approximately 15 - 20 hours per week preparing for and actively participating in this course.

Late or Missed Assignments:

All assignments must be finished and turned in to complete the course. Due to the volume of work for this course and the overall abbreviated timeframe, **no LATE assignments will be accepted at any point during the course. Establish your work schedule for this course during the first two days that the course is open in order to meet all course obligations.**

Submitting Assignments:

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Drop and Add Dates:

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures

Subject to Change Notice:

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

****Required Reading Material:** All reading material is contained in the Learning Studio course shell. **No texts are required for purchase.**

Assignments & Grading:

- | | | |
|----|---------------------------------------|---------------------|
| 1. | Weekly Discussion Board Post/Response | 7 x 20pts = 140 pts |
| 2. | Weekly Tests | 7 x 50pts = 350 pts |
| 3. | Final Research Paper | = 100 pts |

590 pts

Final grades will be determined as follows:

97% and up = A+

93% - 96% = A

90% - 92% = A-

87% - 89% = B+

83% - 86% = B

80% - 82% = B-

77% - 79% = C+

70% - 76% = C

60% - 69% = D

59% and below = E

1. Discussion Board Posts (each week – 20pts per week):

I will pose a weekly discussion question prompt to guide your post regarding readings for the week. Your discussion comments should reflect an understanding of the readings as well as questions or assumptions you may have regarding the readings. Your discussion comments are **due by Sunday (at midnight) of each week.** **Please see the "Discussion Guide Rubric" under the "Course Information" folder.

- Your responses must be based on readings and media materials. If you **disagree** with the position of the author, state the reason for the disagreement and offer evidence to the contrary. (Do not use discussion board to regurgitate ideological opinions or "talking points" as you will lose credit for your post).
- You should provide **one** substantial original post/thread and **two** thoughtful replies to two different peers' posts. **Due: the Sunday at the end of each week by midnight (both** your original post and posts to peers). Late posts will not be accepted, nor will "reply" posts if you have not completed your own original post.

- **Length:**

It is difficult to assign "**length**" of posts (or an exact word count) as some people tend to write concisely and others may not. *Still, please keep in mind the following suggestions:*

*Two to four sentences are unlikely to make a substantive post.

*250-300 words are generally sufficient (one to two good sized paragraphs - or three shorter paragraphs). If you paste the question into your response, this should not 'count' as part of your total.

*When responding to your peer's thread/response, be sure to include something specific from the reading, lecture or videos for that week. This tells me you are reading/viewing all material and engaged in the course.

2. Weekly Tests (25 questions x 2pts each = 50pts per week):

Each week you are required to complete a 25 question Test on that week's materials. You will be best prepared by reading all required pages, viewing all required films/videos and completing the Review Activity* provided each week. Additionally, some students find it helpful to download the "lecture" slides and take notes on them.

- ***Weekly Review Activity** - While you may watch the films/videos and complete the Weekly Review Activities at your own pace - it is suggested that you **view and complete all activities prior to taking the weekly tests** - as there will be several questions from each film/video. On the upside, you will not be "turning in" the "Weekly Review Activities" - they are simply a study guide to focus your viewing and integrate your reading/power points.

3. Final Research Paper (8-10 pages due the last day of class by 11:59pm):

This paper is designed to assess student comprehension and analysis of the key concepts, issues and challenges presented in the course.

- You will propose a topic which addresses some aspect of alternative tourism.
- Your essay must incorporate at least **three** readings from the course, and **three** outside references (of these three, two must be academic journals). Your essay should also include class discussion, media/films presented and current events (as they apply).

- The essay is designed to solicit critical thinking about the issues and *is not* meant to be a reading summary nor a book review. Specific guidelines for the paper will be provided shortly in the "Course Information" file.

You have two options for your paper topic.

1) You may pick a **general topic** we have covered in class (e.g. "Child Sex Tourism"), but you must try to focus your analysis on a **different region or population** – one not discussed in class (e.g. in India). Or, try to discuss a different facet of a general tourism topic (e.g. "sex tourism" - gay male sex tourism in Thailand, "girlie-boys" in Thailand, child sex tourism in Brazil).

OR

2) You may pick a more **specific and/or different topic (not discussed in class)** that still deals with issues/themes we have discussed (e.g. racism/power/commodification of culture/globalization/neoliberal economics, etc). One example would be "poverty tourism" (e.g. the favelas in Brazil).

Note: I am committed to helping each of you become better writers, to grow in your comfort with/ability to write successfully in an academic setting. While I am most concerned with your paper's content and quality, I will grade according to the organization, structure, and clarity of your ideas, as well as your syntax and spelling. *Papers will be down-graded for spelling and other writing errors.* Please be sure to proof-read/edit all written work before you submit it.

Guidelines for Papers:

All written assignments (including your DB) should be type-written and **double-spaced, using 12 point font and 1" margins (Fonts must standard, traditional fonts (e.g. Times New Roman or Ariel).**

A word of caution on the use of internet resources:

The internet can be a very effective research tool, which is easy to search and use. As you will notice in the syllabus, certain readings and recommended resources are drawn from the web. However, students should be aware that if they choose to use internet resources for the purposes of writing their research paper that the same rules of academic ethics apply. You must give credit and utilize appropriate citation formats, as per the style guide of your choice. Additionally, you should be diligent and discerning in your use of web resources. On the internet you will find a much wider range of quality in information and products than in traditional sources. The reason for this is that the information posted on the internet is not necessarily reviewed for accuracy and quality in the same way that print books, print journals and print media are reviewed. When using the internet, it is your responsibility to be critical in order to judge the quality of sources.

III. PROCEDURAL ISSUES:

How to Succeed in this course:

- Check your ASU email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don't fall behind on assignments
- Honor the posting deadlines of Saturday of each week by midnight; second posting by Sunday of each week at midnight.

Late Work/Exam Make-up Policy:

In this syllabus you are provided notice of the due dates for all assignments. Therefore, it is your responsibility to plan your reading, work and assignment completion time appropriately in order to meet those deadlines. No late assignments will be accepted.

Late assignment acceptance will only be granted if one of the following conditions applies: 1) you have a medical reason for missing a deadline, 2) you have had a death in the family, or 3) you will be unavailable due to an official University function. Please be prepared to submit written verification (for any of the reasons listed above). If you have a religious obligation, or university-sanctioned activity that conflicts with the assignment schedule, I require written notification **prior** to the due date.

Make-up assignments will not be allowed under any circumstances without proper documentation. Students with documented illnesses or emergencies will be allowed to make up exams within a reasonable time frame to be determined by the instructor. No exams will be given early for any reason. Students who do not notify the instructor prior to an exam will not be allowed to make up the exam and will receive a Zero. Make up exams will only be given during scheduled office hours. No make-up exams will be given for work or personal (e.g., vacations) reasons.

Academic Integrity:

This course will adhere to the standards outlined in the University's policies on academic honesty/dishonesty. Please review the University's websites regarding Academic Integrity (www.asu.edu/studentlife/judicial/integrity.html), and the Student Code of Conduct (www.asu.edu/aad/manuals/sta/sta104-01.html). The University policies on academic dishonesty will be strictly enforced. Make sure you have read through them carefully.

Plagiarism is a serious breach of academic integrity. (Plagiarism is a form of cheating in which a student tries to pass off someone else's work, or part of it, as her or his own. This includes failure to provide quotes for directly copied/cited material).

To avoid suspicion of plagiarism, you should complete all work on your own (unless part of a group assignment). If you are in any doubt as to what constitutes plagiarism, consult with me prior to handing in your work. A student found to be plagiarizing is subject to a failing grade.

As stated, ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the *Student Conduct Statement* below.

Conduct:

Students are required to adhere to the behavior standards listed in the

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

E-Mail Etiquette:

Students are encouraged to email me with questions about class material. Please address me in the following manner: Professor Holman, Dr. Holman or Ms. Holman ("Hey" is not an acceptable form of address).

Your email account must identify you (e.g. Jane.Doe@asu.edu) or you must include your name in the subject heading so that I can easily identify who you are. Also, please reference the course (JUS 424) in your Email subject line.

Grade Appeals:

Students will have seven days after I return an assignment to appeal their grade. At the end of the session, students will have one week to appeal their final grade. All appeals must include a clearly stated rationale as the basis for contesting the grade. The rationale must be typed and must provide evidence supporting the appeal (e.g., quote from book). "I did not know X" is not a clearly stated rationale. Grades will be assigned according to the number of points earned in the class.

Special Needs:

Students with additional special needs or situations (e.g., participation in university sanctioned events, health issues) should contact me as soon as possible to discuss your situation and plan accordingly for the course.

Disability Related Accommodations:

If you need disability related accommodations, you need to register with Disability Resources. If you believe you have a disability requiring an accommodation, please contact Disability Resources for Students located on the first floor of the Matthew's Center, or call (480) 965-1234 or check out www.asu.edu/drs. It is your responsibility to register and inform me about your needs at the beginning of the semester in order for us to best communicate. Note: Disability Services is available to all students who qualify and may include provisions such as notetakers, interpreters, and special testing accommodations; students may also have course material revised into alternative forms (e.g., recordings, braille).

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room

130

602-543-8145 (Voice)

Downtown Phoenix Campus

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Communicating with the Instructor:

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking either instructor to reply to your individual questions:

1. Course syllabus
2. Announcements when you log in
3. The "Hallway Conversations" discussion board

This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the "Hallway Conversations" discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email. My preference is that you will try to email me first. I will usually respond to email 10am to 7pm on weekdays, please allow 24 hours for me to respond.

If you have a question about the technology being used in the course, please contact the Help Desk for assistance ([Technical Support information](#))

Please read the expectations and policies very carefully and consult your syllabus throughout the semester. No Exceptions will be made to course policies. This syllabus serves as a contract for the course, and by remaining in this course you agree to the policies and requirements found within.

I view the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Thus, I reserve the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Weekly Course Schedule

Week	Topics/Lessons	Activities	Assignments
Week 1	Introduction: To the course and the study of tourism & alterative tourism	<p>*Read:</p> <p>Ryan (2003)</p> <p>Leite & Graburn (2009)</p> <p>Singh (2004)</p> <p>Higgins-Desbiolles (2005)</p> <p>*Familiarize yourself w/Learning Studio</p> <p>*Complete Review Activity #1</p>	<p>EC Syllabus Quiz [5pts]</p> <p>Introductory Discussion Board [20pts]</p> <p>Test #1 [50pts]</p>
Week 2	<p>Sex Tourism Part I:</p> <p>*Introduction to key constructs – globalization/race/class/gender</p> <p>*Heterosexual male sex tourists</p>	<p>*Read:</p> <p>Ryan (2001)</p> <p>Chow-White (2006)</p> <p>Piscitelli (2007)</p> <p>Sánchez Taylor (2000)</p> <p>Wonders & Michalowski, (2001)</p> <p>* Watch: <i>The Virgin Trade</i></p> <p>*Complete Review Activity #2</p>	<p>Discussion Board #2 [20pts]</p> <p>Test #2 [50pts]</p>

Week	Topics/Lessons	Activities	Assignments
Week 3	<p>Sex Tourism Part II:</p> <p>*Female sex tourists</p>	<p>*Read:</p> <p>Jeffreys (2003)</p> <p>Herold, Garcia & DeMoya (2001)</p> <p>Sanchez-Taylor (2006)</p> <p>Jacobs (2009)</p> <p>*Watch <i>Vers de Sud (Under the Sand)</i> & <i>Rent a Rasta</i></p> <p>*Complete Review Activity #3</p>	<p>Discussion Board #3 [20pts]</p> <p>Test #3 [50pts]</p>
Week 4	<p>Sex Tourism Part III:</p> <p>*Exploitive aspects of ST – child sex tourism; sex trafficking; health issues</p>	<p>*Read:</p> <p>Samarasignhe (2009)</p> <p>O’Connell Davidson (2000)</p> <p>Cotter (2009)</p> <p>Andrews (2004)</p> <p>*Watch Dateline NBC – Child Sex Tourism (7 min)</p> <p>*Complete Review Activity #4</p>	<p>Discussion Board #4 [20pts]</p> <p>Test #4 [50pts]</p>
Week 5	<p>Sex Tourism Part IV:</p> <p>*Empowering aspects of ST – sex work as an economic strategy; path to migration; empowerment</p> <p>*Legalized sex work in the U.S.: Nevada</p>	<p>*Read:</p> <p>Cabezas (2004)</p> <p>Padilla (2007)</p> <p>Brennan (2002)</p> <p>Brents & Hausbeck (2007)</p> <p>*Watch: <i>The Underground World of Commercial Sex</i> (2008)</p> <p>*Complete Review Activity #5</p>	<p>Discussion Board #5 [20pts]</p> <p>Test #5 [50pts]</p>

Week	Topics/Lessons	Activities	Assignments
Week 6	<p>Drug Tourism:</p> <ul style="list-style-type: none"> *Marijuana tourism in the Netherlands *Drug tourism in Thailand *Peyote tourism in Mexico *Ayahuasca tourism in Peru 	<p>*Read:</p> <p>Uriely & Belhassen (2005)</p> <p>Walker (2007)</p> <p>Dabby (2006)</p> <p>Holman (2010)</p> <p>*Watch <i>National Geographic</i> video clip</p> <p>*Complete Review Activity #6</p> <p>*Begin working on Final Paper</p>	<p>Discussion Board #6 [20pts]</p> <p>Test #6 [50pts]</p>
Week 7	<p>Dark Tourism:</p> <ul style="list-style-type: none"> *Thanotourism *Dark Tourism *Course Wrap up 	<p>*Read:</p> <p>Lennon & Foley (2000)</p> <p>Seaton & Lennon (2004)</p> <p>Stone & Sharpley (2008)</p> <p>Bowman & Pezzullo (2009)</p> <p>*Watch: Assigned news clips</p> <p>*Complete Review Activity #7</p> <p>*Turn in Final Paper</p>	<p>Discussion Board #7 [20pts]</p> <p>Test #7 [50pts]</p> <p>Final Paper Assignment [100pts] (due last day of class)</p>

Required primary and secondary material:

Week 1:

Ryan, Chris (2003). "A History of Tourism in the English Speaking World". In *Recreational Tourism: Demands and Impacts*. Channel View Publications.

Naomi Leite and Nelson Graburn (2009). "Anthropological Interventions in Tourism Studies". In Tazim Jamal and Mike Robinson (eds.), *The SAGE Handbook of Tourism Studies*. Sage Publications.

Singh, Tej Vir (2004). "Tourism Searching for New Horizons: an Overview". In Tej Vir Singh (ed), *New Horizons in Tourism: Strange Experiences and Stranger Practices*. CABI Publishing.

Higgins-Desbiolles, Freya (2006). "More than an 'industry': The forgotten power of tourism as a social force". *Tourism Management*, 27, 1192-1208.

Week 2:

Ryan, (2001). "Sex Tourism". In Norman Douglas, Ngaire Douglas, and Ros Derrett (eds). *Special Interest Tourism: Context and Cases*. New York: John Wiley and Sons.

Sanchez Taylor, Jacqueline (2000). "Tourism and 'embodied' commodities: sex tourism in the Caribbean". In Stephen Cliff and Simon Carter (eds.), *Tourism and Sex: Culture, Commerce, and Coercion*. New York: Pinter.

Piscitelli, Adriana (2007). "Shifting Boundaries: Sex and Money in the North-East of Brazil". *Sexualities*, 10, 489-500.

Wonders, Nancy A. and Michalowski, Raymond (2001). "Bodies, Borders, and Sex Tourism in a Globalized World: A Tale of Two Cities—Amsterdam and Havana". *Social Problems*, 48, 545-571.

White, C. (2006). "Race, gender and sex on the net: semantic networks of selling and storytelling sex tourism". *Media, Culture & Society*, 28, 883 - 905.

Week 3:

Jeffreys, Sheila (2003). "Sex tourism: do women do it too?" *Leisure Studies*, 22, 223-238.

Herold, Edward, Garcia, Rafael, and DeMoya, Tony (2001). "Female tourists and Beach Boys - Romance or Sex Tourism?" *Annals of Tourism Research*, 28, 978-997.

Sanchez Taylor, Jacqueline (2006). "Female sex tourism: A contradiction in terms?" *Feminist Review*, 83, 42-59.

Jacobs, Jessica (2009). "Have sex will travel: romantic 'sex tourism' and women negotiating modernity in the Sinai". *Gender, Place, and Culture*, 16, 43-61.

Week 4:

Samarasignhe, Vidyamali (2009). "'Two to Tango': Probing the Demand Side of Female Sex Trafficking". *Pakistan Journal of Women's Studies*, 16, 33-54.

O'Connell Davidson, Julia (2000). "Sex tourism and child prostitution". In Stephen Cliff and Simon Carter (eds.), *Tourism and Sex: Culture, Commerce, and Coercion*. New York: Pinter.

Cotter, Kelly M. (2009). "Combatting child sex tourism in Southeast Asia". *Denver Journal of International Law and Policy*, 37, 493-512.

Andrews, Sara K. (2004). "U.S. domestic prosecution of the American International sex tourist: Efforts to protect children from sexual exploitation". *The Journal of Criminal Law and Criminology*, 94, 415-454.

Week 5:

Cabezas, Amalia L. (2004). "Between Love and Money: Sex Tourism, and Citizenship in Cuba and the Dominican Republic". *Signs: Journal of Women in Culture and Society*, 29, 987-1015.

Brennan, Denise (2004). "Selling Sex for Visas: Sex Tourism as a Stepping-stone to International Migration". In Barbara Ehrenreich and Arlie Russell Hochschild (eds.), *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt and Company.

Padilla, Mark B. (2007). "Western Union Daddies & Their Quest for Authenticity: An Ethnographic Study of the Dominican Gay Sex Tourism Industry". *Journal of Homosexuality*, 53, 241-275.

Brents, Barbara G. and Hausbeck, Kathryn (2007). "Marketing Sex: US Legal Brothels and Late Capitalist Consumption". *Sexualities*, 10, 425-439.

Week 6:

Uriely, Natan and Belhassen, Yaniv (2005). "Drugs and Tourists' experiences". *Journal of Travel Research*, 43, 238-246.

Maastricht bans coffee-shop tourists: <http://www.bbc.co.uk/news/world-europe-15134669>

Maastricht loses '£26Million-a-year' after drug tourism ban:
<http://www.telegraph.co.uk/news/worldnews/europe/netherlands/8867662/Maastricht-loses-26-million-a-year-after-drug-tourism-ban.html>

Ban on visiting Dutch cannabis cafes will move ahead: <http://www.dailymail.co.uk/travel/article-2061730/Dutch-cannabis-coffee-shops-ban-tourists-January-1-new-ruling.html>

Walker, S. Lynne (2007). "Mexico peyote site suffers onslaught of tourists, mining". *The San Diego Union-Tribune*.

Dabby, Victor (2006). "Full moon over Thailand". *The Gazette*.

Holman, Christine L. (2010). *Spirituality for Sale*.

Week 7:

Lennon, John and Foley, Malcolm (2000). Chapter 1: "Intimations of Dark Tourism". *Dark Tourism*. New York: Continuum.

Seaton, A.V. and Lennon, J.J. (2004). "Thanotourism in the Early 21st Century: Moral Panics, Ulterior Motives, and Alterior Desires". In Tej Vir Singh (ed), *New Horizons in Tourism: Strange Experiences and Stranger Practices*. CABI Publishing.

Stone, Philip and Shapley, Richard (2008). "Consuming Dark Tourism: A Thanatological Perspective". *Annals of Tourism Research*, 35, 574-595.

Bowman, Michael S. and Pezzullo, Phaedra C. (2009). "What's so 'Dark' about 'Dark Tourism'? Death, Tours and Performances". *Tourist Studies*, 9, 187-202.